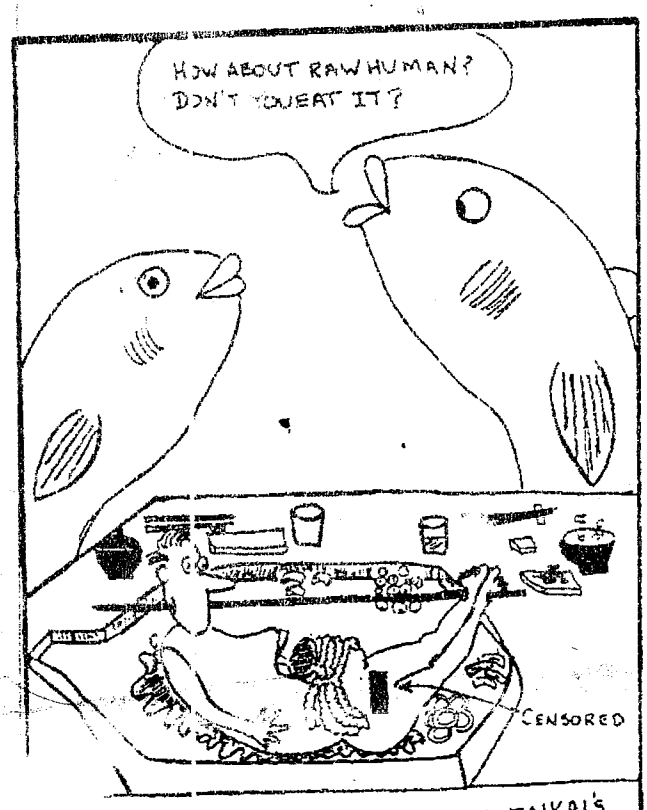
tinued from page 11

e horrified at the thought of eating dogs. She ends up by asking: "How would you feel if your coat turned out to be a dog-fur coat?" (*Hmm, probably. Ed.*)

What has all this got to do with cruelty to animals? How does Miwako Murakami feel when she sees a fish being cut up for sashimi when it's still alive? Does she eat sashimi? Do fish have no feelings?



GAIJIN FISH AT JAPANESE FISH ENKAI'S

On Februa Barbara Dover wrote t with fuzzy-hea ed log y" *shurely? Ed.*), this are a symbol of greed, de ruction." You are r or s, Ms Japa ney are no coats in Japan are ey are also warm coats and than artificial more symbols of ctio than leather,

ection mbol of death and de , or is it a symbol of life? Whe you co der that the purpose of this cruel research is to prolong human life, is it carried out for humanitarian poses or just because of the gre

pharmaceutical companies? Are zoos in existence for the preservation of animals or the entertainment(*a euphemism for education*) of humans and the profit of the zoos? Animals in captivity live and die unnatural deaths; what could be more cruel? True symbols of greed and/or death & destruction are war, fundamentalism, extremism, oil and other fossil fuels, nuclear weapons, gambling and criminal activities of all kinds.

Ms Dover tells us that "around 44 million wild fur-bearing animals are trapped in the barbaric leghold trap," but doesn't say if that is each day, each year, or each decade. Correct me if I'm wrong, but don't most furs come from "fur farms," where mink and other fur-bearing animals are raised for their fur?

How many are actually caught in traps? What alternative would Ms Dover suggest for those who live in Northern Siberia and other cold regions of the world?

Frankly, the world can do without this mindless "lecturing" by people who have only half considered what is truly at stake. Any cruelty is clearly wrong, whether to animals or humans, so to single out one instance in which cruelty occurs is like blaming the atomic bomb in Hiroshima for all wars and making the Hiroshima victims the only martyrs of death and destruction.

Why don't you have a g at shamisen players? They not only use catskin for the s d but also use cat g s st resulting in very pl music at least as w coat to many. Th one way to skin a ca

Movie Sushi

By Randall Cook

A while ago the TOEFL(**Test Of English as a Fun Language**) average scores of Asian countries were released, and the list is highly entertaining. Topping the list is Singapore, followed by Mauritius and India. China comes in ninth, South Korea eighteenth and Thailand twenty third. Traipsing in next to last and therefore winning the prestigious TOEFL booby prize, is Japan, settled right below the wealthy and prosperous island nation of Kiribati and just above one of the few remaining bastions of communism, North Korea.

Japanese officials rightly point out that Japan had the highest number of test takers(*22 73 to China's 144,535 and Kiribati's 31*) and therefore has an excuse for its embarrassingly low average, but those same officials probably do not even want to hazard a guess at the comparable amount of money that each nation has invested in English educati deed a frightening thought. In fact, if Japan had invested that same money a little more scrupulously it probably could have purchased Kiribati. And then, of course, Japan's average would have been higher. And that, readers, is the Japanese way.

(Facts and Figures: 225,939 people took the test in Japan. In order to make a good showing, they all took lessons in "How To Pass TOEFL" for at least two years before the test. These lessons, plus the fee for taking the test, came to an average of ¥500,000 per person, which works out to US$4,347 a head at ¥115 to the dollar. This comes to a total of $982,156,833. And it's only the beginning. Most students have to try the test two or three times before passing; good business by any standards. The amount invested is therefore well over $1 billion, certainly enough to buy Kiribati with a bit left over and certainly better spent s is a fine example of how redistribution of wealth works in English education in Japan. Even th the students failed, the schools profited. And think of all the work it gave to English teachers who would otherwise be out of a job! Keep up the good work MofE!)